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Substantial changes had been made in the system in the middle 1930's following numerous experiments by the Education Ministry over a period of some 10 years. Special attention had been given by the government to the applied sciences. Large investments were made in the 1930's in technical facilities, laboratories and equipment, and during the latter half of this decade education in the applied sciences had become very highly developed and efficient. The recipient of a diploma from any one of the Soviet polytechnical institutes in chemistry or metallurgy in the year 1940 was, by all standards, a well qualified scientist. In my opinion, by 1940 Soviet scientific education was as far advanced as that in Germany, and exceeded that in Czechoslovakia.

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Although [] Soviet education was limited to mechanical engineering, certain requirements were fairly standardized in all fields.

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As a general rule, there was no discrimination in the selection of students for admission to the Polytechnical Institute of Kiev. In the 1920's this was certainly not the case. Admission was generally limited to those with good Party connections. However, it was found that this system eliminated a great many of the better high school students (known in the USSR as "the 10 year school"), and as a result Soviet scientific progress suffered greatly. Needless to say, however, there has always existed a certain amount of discrimination in favor of relatives of high Party officials but this was

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the exception rather than the rule. Neither was there any general discrimination based on the economic status of the applicant. In cases of students with an outstanding high school record, scholarships were granted where they were unable to bear the expense of a higher education. Again, there were instances when scholarships would be given to students who had been leaders in the Communist Party while in high school. Until the late 1930's no tuition fee was exacted but at that time a nominal fee of perhaps 100 rubles was required. Scholastic achievement in the "10 year school" was generally the important factor in granting admission to the institute. In the mechanical engineering department, for example, there were, in 1940, at least 800 applicants and only 100 students could be admitted. Entrance examinations were required for all but those who had maintained top grades in all subjects in at least the last two years of the "10 year school". These examinations were all in writing and embraced five main subjects: Russian language, mathematics (including algebra, geometry and trigonometry), physics, political science, and composition.

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[redacted] for practical purposes all students attended the nearest university or technical institute. You must remember that the great majority of Soviet students were, by US standards, quite poor and simply did not have funds adequate to live away from home. In addition, all university communities were crowded and it was almost impossible for non-resident students to find rooms. [redacted] nearly every student lived at home or with relatives.

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In general, the scientific textbooks were excellent and there was an ample supply and relatively very cheap. There was considerable competition in the writing of textbooks and when a text was selected by the government it was printed in huge quantities. In addition, the libraries also had large stocks of the standard texts which were available to all students. The texts in mechanical engineering, at least, were up-to-date and of the highest quality. Foreign texts were translated and used wherever necessary. [redacted] on the quality of the chemistry or metallurgy texts, or whether foreign texts were used.

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[redacted] Although this depended to some extent on the individual professors, friendships between professors and students were not the usual thing.

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8. [redacted]

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25X1 [redacted] Generally speaking, this was not the case. The major reason was that graduate engineers (and this applied also to chemists and others) were subject to assignment by the government and as a usual thing were sent far away from home.

9. [redacted]

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25X1 [redacted] huge investments had been made between 1930 and 1940 in scientific education; laboratories were doubled in size and there was no stinting on equipment. They had everything they needed by way of equipment.

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10. [redacted]

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All types of examinations were given during the course of the academic year. The basic examination was in writing and usually called for a wide knowledge of the entire course being studied. The question called for a discussion type of answer. There was no such thing as a true-false quiz. Occasionally only one final examination was presented at the end of a course and occasionally oral examinations were conducted by others than the lecturer. The only basis for grading the students was the results of the examinations. The grading was either by number; 5, 4, 3, etc, or excellent, good, fair, etc. [redacted] if this grading system was standard for all institutes or all departments. [redacted] there was some political shulduggery in grading students, but this was certainly not the usual thing.

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11. [redacted]

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Except for those scientists who are employed in industry, nearly all Soviet scientists in all fields combine undergraduate teaching and research. There is no such thing as a graduate college in a Soviet university and, therefore, there was no teaching as such on a graduate level.

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12. [redacted]

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A thesis was usually required, called a "diploma project". The subject of the thesis was usually recommended by a faculty adviser of the student. [redacted] a diploma thesis was not usually published. In addition, the student must pass all subjects before being granted a diploma, and depending upon his standing would receive either a first or second degree diploma. As far as failures occurring at the final examinations, [redacted] recall of any such cases. Students would not present themselves for final examination until they were prepared, and those who were incapable of passing would have been eliminated prior to the completion of the five year course.

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13. [redacted]

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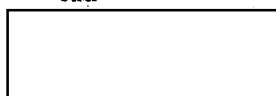
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all graduates are subject to assignment by the government for either further research or employment in industry. Those who had shown exceptional promise would usually be assigned for further research work as aspirants and ordinarily once this course had been determined, the student continued this academic career for the rest of his life.

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